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A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

License Automobile Drivers

The American Medical Association through one of its committees is endeavoring to reduce the number of automobile tragedies.

In this connection the Saturday Evening Post says there are "seventeen million motor cars whizzing to and fro in the land."

The first insistence of this report is that there should be a national requirement that whoever anywhere drives a car should have a license. There is no highway in any state in the Union, scarcely a crossroad that someone from some distant somewhere is not likely to drive there in his own machine or be in a public taxi.

The claim that "state laws" can be adequate is vicious in the extreme. Watch the automobiles for an hour in any city between the seas and wide range of states represented is amazing. No one with a faint trace of sanity will claim that it is wise to allow any state in the Union to permit anyone to drive a car without a license. Such a driver might endanger the life of someone from some one of the other forty-seven states.

It is a less serious matter for a state to permit an unlicensed driver of an automobile than it is for a state to permit uncertificated teachers.

Read the crime reports of any city and see where the rascals come from. Take the Drake Hotel hold-up in Chicago. The seven criminals were from seven different states over a wide range of country. There is scarcely a class in any county in the United States that is not liable to live or work in any other county in the United States. Local control is a captivating political slogan in any community, and the less qualified a community is for educating men and women for any other locality the louder the politicians are in their protest against "centralized authority."

There should be a committee of the American Medical Association or of some other association to collect the facts about the tragedy of local control of the preparation of children for safe and sane men and women.

We appreciate the difficulty of providing sane centralized responsibility.

One fool specialist can make the prospect of nationalized education go a-glimmering.

The American Medical Association appreciates the difficulty in licensing automobile drivers. The committee protests vehemently against "trick tests and trick stunts" of the mentality of drivers.

There is no greater educational or civic campaign needed today than an heroic crusade to eliminate so-called psychological "trick tests and stunts" in centralized authority.

A Remarkable Address

There are few really great addresses in these days of much speaking, but the address on "The School Burden," by Will C. Wood, state superintendent of California, is one of the great educational deliverances of recent times. It marshals the civic, industrial, domestic, social and religious problems, past and present, as has no one else, and he presents the passing of every problem that becomes a burden on to the public schools in a thrilling and convincing manner.

It is profound in its statesmanship, scientific in its scholarship, brilliant in its presentation. While school men and women are comforted by its wholesomeness the public needs it as a patriotic tonic. Whoever promotes the publicity of this professional and patriotic address will serve the country as well as the profession.

The Education Bill

The Education Bill to which Dr. Charl Williams has devoted untiring energy and superb skill has been introduced by Senator Charles Curtis of Kansas and Congressman Daniel A. Reed of Dunkirk, New York, which virtually makes it an Administrative Bill, and if it can get decent attention before March 4, the chances are that it will become a law. The real danger is that it will not receive proper attention because the mass of bills in which prominent leaders in the Senate and House are personally and politically interested will not get out of the way in time to give the Education Bill a fair chance.

With the $100,000,000 rider on the previous Bill it could not get reported out of committee because leaders of both parties feared that it would pass if it came up for a vote. There were many men in the House and Senate who would have voted for the Bill in order to have their state get its share of the appropriation.

Now, without any financial bait, it is relatively easy to get it reported, but there is no personal or political urge for its passage. This makes it impossible to prophesy what action will be taken when a vote is secured.

The only present opposition to the Education Bill is from those who oppose Federal influence, and there is no denying that every bill that magnifies Federal power is jeopardized by the vigorous effort to enforce the Volstead Law. It is also apparent that the fate of the Child Labor Bill in State Legislatures has had baneful influence upon timid congressmen and senators, all of which makes one cautious about being too sanguine about the success of the Education Bill even with all the masterful campaign which Dr. Charl Williams has conducted. Nevertheless the chances are all in favor of the passage of the Bill if it has a chance for a fair hearing; the arguments are all in its favor.

Highly Effective Week

San Diego, H. C. Johnson, superintendent, made much of Education Week, using the Chamber of Commerce, Rotary, Kiwanis, Lions, Optimist, "Ad" and other professional and business clubs. Each of these clubs and other organizations made the topic of their luncheon hour that week "The Schools of San Diego." The daily papers "boosted the boosting" with great energy. Every one in the city, lay and official, young and old, devoted the week to the promotion of education.

Russell H. Conwell

Dr. Russell H. Conwell, president of Temple College, Philadelphia, died on December 6 at the age of eighty-two. He was first known for his famous lecture on "Acres of Diamonds," probably the most delivered lecture, and one of the most useful, of any lecture in the last fifty years. It fitted his platform personality perfectly and it met a real American need half a century ago, and the demand for it never lessened as long as his platform virility lasted. The overpowering lesson of the lecture was that everyone would succeed if he fully cultivated his talents in the right way at the right time.

We knew Colonel Conwell intimately more than fifty years ago, when he was a leader in the development of Somerville, Massachusetts, which suddenly burst from market-garden farms into a city of some 70,000 persons and later of 100,000.

Colonel Conwell's zeal and promotive instinct was a prominent factor in transforming insignificant farm land into a wide-awake city, and one of his chief functionings was the creation of the Somerville Journal as a promotive factor.

Dr. Conwell later began the practice of law in Boston, and then entered the Baptist ministry, which took him to Philadelphia, where he created Temple College, a remarkable educational institution.

It was his privilege to see his son, Leon M. Conwell, become the editor of the same Somerville Journal, one of the most important local weekly papers in America, and elected to the Mayoralty of the prosperous city of Somerville for which Colonel Conwell was in no small degree responsible.

The World Court

The American Foundation, maintaining the American Peace Award, 565 Fifth Avenue, New York City, has an important bulletin, "Fifteen Questions Answered, on the World Court," which will be mailed gladly to anyone requesting it. We know of no equally valuable championship of the World Court in the same space.

Fifteen questions are as follows: Is the Court the League's Court? What is the effect of the "Harding-Hughes-Coolidge"

reservations? Could the adherence of the United States to the Court involve us in the political entanglements of Europe? Might the adherence of the United States to the Court affect the Monroe Doctrine? Could a question involving our immigration policy be brought before the Court for settlement? Does the Court express merely the personal opinion of the judges? What assurance have we that the judges will be impartial? Could Great Britain's seven votes in the Assembly of the League give her undue influence in the Court? Can the Court compel nations to bring disputes to it for settlement? Does the Court's power to render advisory opinions give it a political character? Is the Court a true "World" Court? Does the existence of the old Hague Court of Arbitration make the World Court unnecessary? Is a World Court dangerous until international law has been developed and codified? Is there any way of enforcing the decisions of the Court? Has the World Court power to prevent war?

Arthur Brisbane calls attention to the fact that either The Bronx or Queen's, boroughs tucked away in New York City, has a larger population than has Los Angeles, and the increase in the population of New York is greater than Miami's entire population.

Typewriting Miracle

Miss Elinor Mitchell of Great Britain, champion typewriter of Europe, wrote 129 words, involving 812 "touches," in one minute.

Arthur Brisbane says:—

"That's more important than any football, cricket, tennis or golf victory. There's more nervous and mental energy required to win a typewriter championship than any athletic event. A first-class typewriter is a first-class athlete. This young British girl has beaten any female American record, although she is about thirty words per minute behind the male record of the United States."

There were no 75,000 persons in a "Yankee stadium" or a "Yale bowl" to see this athletic achievement, but more men and women are in practice for such championships than for football "touches."

John A. Brashear

Dr. John A. Brashear was one of Pittsburgh's noble citizens, one of the few real municipal leaders anywhere, who as a non-professional devoted limitless time and talent to the professional service of teachers, which led to the creation of the Brashear Association by the teachers of the city.

It was Dr. Brashear who secured a handsome gift for the vacation study and travel of teachers. It was this service especially which led the teachers to organize the Brashear Association, and on November 23 the Association had a banquet in honor of his eighty-fifth birthday.

The address of the occasion was by Dr. John H. Finley, associate editor of the New York Times, probably the most prominent school man of the country from the standpoint of varied educational and editorial service, and without a superior in platform art. He has been president of Knox College, editor of McClure's Magazine, president of the College of the City of New York, chancellor of the University of the State of New York, commissioner of the State of New York, and now associate editor of one of the two leading daily papers of the world. His address alone would have made the banquet in memory of Dr. John A. Brashear notable.

The high school should train for citizenship, for character and for leadership.—Ernest C. Hartwell.

Reading, Pennsylvania

Landis Tanger, superintendent of Reading, makes an interesting report of twenty-five years of progress in the schools of that city. It is an interesting grouping of facts under the direction of Superintendents Ebenezer Mackay, Charles S. Foos and Landis Tanger, but fortunately I knew the schools of Reading when they were first nationalized by Superintendents Thomas M. Balliet and Z. X. Snyder, two very eminent American educators for a third of a century thereafter.

Dr. Balliet was superintendent of Springfield, Massachusetts, for many years and then was Dean of Education of New York University for about as many years, and is now, as dean emeritus, rendering noble service on the educational platform.

Dr. Snyder was principal of the Indiana, Pennsylvania, State Normal School, and then, until his death, was president of the Colorado State Teachers College at Greeley.

Superintendent Tanger notes the fact that in the last twenty-five years the enrollment has gone from 13,230 to 21,760, an increase of 66 per cent.; from 313 teachers to 572, or 50 per cent.; tax rate from 4 to 13 mills; the state appropriation from $58,454 to $206,500, an increase of 250 per cent. School bonds aggregating $3,500,000 have been voted in the twenty-five years. Much of it is of recent issue, and is now being spent for a large co-educational high school, three junior high schools, elementary schools, a museum, and art gallery.

Adolescent Arizona

By A. E. WINSHIP

To have known Arizona for forty-four years has been a rare privilege. Knowing as we do every state in the Union intimately and loving them all proudly it takes some courage to say that with possibly one exception our pride in the Arizona of today has a little more thrill than the pride of other states. And the reason for this is that we have seen the little foundling waif which Spanish Mexico left in our backyard seventy years ago, that New Mexico didn't want, that California wouldn't have, that they wouldn't let Utah have, come out of its adolescent new birth into noble functioning.

For a third of a century we have been in touch with Arizona, sometimes curiously and sometimes proudly. We have seen its boyish shyness and awkwardness, prankiness and bumptiousness bloom into manliness, and have heard the wild yell of admirers when as a trained, robust youth it has made a thrilling touchdown.

In it all as territory and state our faith in Arizona has never quaked, because its metropolis has retained John D. Loper as superintendent through its statehood and fifty per cent. longer, and has given him freedom at the helm so that he has kept the school system on an even keel.

Ignoring the captious criticism of its neighbors Arizona has had its teachers trained at Tempe with the same hopeful, helpful leader twice as long as Arizona has been a state, and the service of A. J. Matthews for a quarter of a century was delightfully recognized this June by inviting him to have the commencement address at the State University on the most significant commencement it has ever had, and President Marvin and the regents of the university did the proper thing in a hearty way by presenting him with an honorary doctorate, making him Dr. Matthews.

Another demonstration of its stability is the fact that the state has had but two governors.

That which has made Arizona as territory and state is its business prosperity. Had New Mexico or California had any suspicion of the inherited wealth of the foundling waif which they discarded fifty years ago they would have fought to a finish to establish their claim to Arizona, whose gold output is second only to California's, and whose copper yield is greater than that of Montana, than that of Michigan; yes, greater than that of both Montana and Michigan with that of Utah, Nevada, and California thrown in for good measure; more than from them and the other forty-three states of the Union.

So great is its copper wealth that the State University has in three years under President Marvin developed the second wonderful School of Mines in America with eighteen full-fledged professors, several of whom are leading mine specialists of the New World.

This leads naturally to the University's robust, manly educational "touchdown." When Arizona became a territory Tucson was the largest and most important city, but Phoenix drew the capital as her prize, and Prescott took two desirable (?) institutions, leaving nothing for the then metropolis but the promise of the Arizona University with the measly promise of $30,000 with neither land nor buildings.

So disgusted were politicians of Tucson with their share of territorial plums that the reception given the conferees upon their return is said to have been too forceful for print.

The story of the obtaining of the site, for which we do not vouch, is that the community decided that one of three leading landowners in the city should contribute forty acres, and three men "cut cards" and he whose count was least should give the university-that-was-to-be forty acres. However much foundation for this Arizona story, it is true that I was in Arizona three years before even the University was wished on Tucson.

We knew the University under the presidency of Kendrick Babcock, who took his graduate work at Harvard with our eldest son, and he was succeeded by Arthur H. Wilde of Boston University, with whose uncle, William A. Wilde, I was for a time associated in business, so that my interest in the territorial Arizona University under Presidents Babcock and Wilde was keen.

It is interesting that this territory on the Mexican border with a population, mostly Mexican, scarcely more than the present population of Phoenix, went to Harvard and Boston University for presidents.

After that they went to Indiana, to Depauw University, for Rufus B. von Klein Smid. He came to Arizona, with a population three times what it was when the university was established, and the increase of 150,000 was mostly non-Mexican, so that his opportunity was greatly enhanced and he prepared the University for the fabulous success under the leadership of Cloyd H. Marvin, who has the most brilliant record of any university president in three years, East or West.

No other state legislature has ever passed thirteen highly important financial and professional bills for a state university without a dissenting vote, with a fourteenth bill with only two votes against it.

Those original forty acres have now become one hundred and twenty campus acres, one thousand farm acres in various subsidiary schools and departments, and a one-thou-

sand square miles of limitless future value, which the regent can select from any public lands in the state.

That which leads us to devote so much space to "Adolescent Arizona" is the State Educational Association meeting which this year functioned in Tucson, Phoenix, Globe, and Flagstaff, with the attendance at each larger than it had ever been when the State Association met in any city, and each had a program far beyond any that had been enjoyed at any state meeting.

It was an interesting experience to gather up the memories of forty-four years' knowledge of Arizona and focus them in appreciation of the Arizona of 1925.

Memory Selections

By EDWARD W. STITT
Assistant Superintendent of Schools, New York City
[From "Memory Selections," by Dr. Stitt.]

A marvelous change is to be observed by a comparative study of the various courses of study in English which have been in use in the public schools of New York City. Prior to 1896 there was no mention of any required memory selections in any of the various grades of the elementary schools. The only mention of anything approaching that work was the so-called assignment for "Elocution" required in the highest grades. Under its provisions each pupil was required during the entire year to memorize and recite or declaim at least six selections of from fifteen to twenty-five lines each. There was, however, no suggested list, nor any limitation as to whether prose or poetry was to be chosen.

In 1896 New York City did not have a single high school. When we compare it to the present time, 1925, when there are thirty high schools, we can see the enormous growth of higher education in our public schools. Even in the high schools, however, memorizing is a component part of the English course of study. In the one adopted in 1922 pupils are required to memorize a considerable amount of both poetry and prose.

To stimulate the memorizing of prose as well as poetry, the course of study in the New York High Schools requires that each pupil commit to memory one selection from good prose and one from good poetry, and give a simple and natural, oral and written interpretation of the same, during the first two years in the high school course. During the third and fourth years two memorized selections must be similarly prepared from various kinds of literature, including prose as well as poetry.

In the elementary school course in English a classified list of memory selections has been made for every grade from 1A through 8B. Prose, as well as poetry, has been included, the former, however, being limited to the higher grades. In each grade there is a list of about a dozen selections from which the teacher is expected to select most of the memory work. There is also a supplementary list provided for every grade. Proper review is also emphasized above the fourth year.

Prior to the beginning of the present century, in many cities of the United States little attention had been paid in the course of study in English in the elementary schools to the important subject of memory selections.

Beginning with 1900 there was a gradual recognition of their value and importance. In 1908, however, an eastern city, with a population exceeding 300,000, failed to require any memory work in either prose or poetry. Even as late as 1915 one of the most important western cities, with a population of over 200,000, had not included memory selections as part of the English curriculum.

Within the past five years, however, the chief cities of the United States have come to an adequate recognition of the value of the work, and the present courses of study show that, as a rule, suitable lists are arranged for the various grades. Special credit should be given to various State Commissioners of Education who have prepared helpful syllabi in English from 1910 to 1924, and have almost without exception called attention to the fact that the memory course was a definite requirement of the course of study in English. In one western state, however, there was published, as late as 1916, a syllabus in English, containing over three hundred pages, with no mention of memory work, either in prose or poetry, included in the curriculum.

Some states deserving of special mention for their excellent plans are California, Illinois, Kansas, Michigan, New Jersey, New York, North Carolina, North Dakota, Ohio, Oregon, Pennsylvania, Utah, Vermont, Washington, and Wisconsin. Nebraska is entitled to special commendation, as in 1915 the State Commissioner arranged an excellent plan for the district schools and also for the schools of the smaller towns and villages, by which a different poet was selected for each school year. Thus in the fourth year Longfellow was chosen; in the fifth year, Whittier; in the sixth year, Holmes; in the seventh year, Lowell; and in the eighth year, Bryant. The plan has many

advantages, not the least of which is the fact that the pupils have a chance to make definite acquaintance with several representative American poets.

The excellent syllabus of Boston, Massachusetts, places special emphasis upon the fact that the teacher must create a sympathetic attitude. In the third year an excellent plan was arranged to classify the selections for autumn, winter, spring and summer. Utah has adopted a similar plan for grading selections for three terms of each school year.

The Philadelphia Course of Study in English is to be commended for some excellent recommendations. The Baltimore County Course of Study contains some valuable model lessons as to the proper plan to present certain typical poems. Special efforts are made to require consistent reviews. The course of study of Buffalo presents admirably chosen lists in poetry, and emphasizes proper attention to the study of prose selections. In Chicago, Cleveland, Detroit, Jersey City, Indianapolis, Rochester and St. Louis, special attention has also been given to the subject. In the "Course of Study in English," recently published by I. I. Cammack, superintendent of schools of Kansas City, Mo., are some admirable suggestions.

It is evident that in many places too much emphasis in the memory work has been placed on poetry. In a number of large cities little or no prose work is required with the exception of the Gettysburg Address, which most cities now require in the eighth year of the elementary course.

The increase in the attention paid to the subject in general is most gratifying. Almost all cities having full graded systems, and most state education departments, have fully endorsed the necessity of requiring in their English course the learning of suitable selections. A number of cities and a few states, however, have failed to include work in prose as well as in poetry. The next forward step will be to have all courses include both kinds of selections.

Moral Education

By SARAH PEMBROKE BOTZONG
Matawan, N. J.

This remarkable article by a retired teacher was prepared at the request of her county superintendent to be read at a County Institute.—Editors.

The ideals I formed when I began teaching were made from the characters of the friends I then had and from a careful reading of the Journal of Education. This paper was my guide and inspiration for many years. It did not lay so much stress on methods but it placed before its readers high ideals and showed that the true aim of education is to produce men and women of high moral character. This conception of education influenced my whole teaching career.

In my first years I began to write character sketches of my pupils. If a child was untruthful, or dishonest, or lazy, or careless I noted this fault and worked to correct it. His good points I made much of. It was interesting to notice how these sketches would change during the year. The information these notes gave determined the kind of stories and incidents I should use in the schoolroom.

While my classes were small I wrote a letter to each child when he left my room. In it I spoke words of commendation for the progress he had made, and expressed earnest wishes for improvement if there were weaknesses in his character. I often found the words of visitors helpful. My county superintendent in his talk to the class told them that each scholar should be a policeman to take care of just one person. I used this expression very effectively in teaching self-control. I tried to have the children feel responsibility for their own conduct. We used the expression "taking care of himself." If I had to move a child's seat it was known it was because he could not take care of himself.

If a child became so disorderly that he disturbed others and had to be excused from the room, we talked the matter over, and the children suggested what had better be done about it, and gave their reasons why he should be punished.

When I wished a child to do something, I tried to request it in such a way as not to antagonize him. But if it was necessary to command that it be done I saw that the scholar did it. We had many talks about obedience. I showed the children that I had to obey those over me. Every workman has to obey orders. We saw that prompt obedience saves time, and in many cases has saved lives. So it is a good habit to form.

We decided that in every game there is a leader, and to have a good game the players must do as the leader says. Teachers are leaders. Parents are leaders. Officers are leaders. All of these must be respected and obeyed. I never allowed a child to speak disrespectfully about or to any one in authority, even though the person himself might not be such as to command respect. I wanted the children to respect the office even though the one who held it might be unworthy.

Some of my big, strong boys used to like to fight to show their strength. We talked about how fine it is to be strong so that we can help others. I took pains to mention any act I saw where a child or an adult helped one who was weaker.

We decided that as we spent more of our

waking hours in the schoolroom than in any other one place we should make it as attractive as possible. We should be clean so as to be pleasant to look at. We should be polite to make others happy. We should attend to our own affairs so as not to disturb others. When anyone failed in any of these particulars he was excused from the room and I talked the matter over with him. Most of the children took pride in keeping the atmosphere of the room that of a pleasant social gathering. I was particular to have the boys carry chairs for the girls or do any service for them that a man would do for a woman. If any child was guilty of rudeness to another I always talked to the one who had offended until he was willing to apologize. I never required a child to say he was sorry for anything he had done. If he said so because he felt so I was glad. I did require him to ask pardon, hoping that the form might bring the feeling.

The children liked the story of Robinson Crusoe. We discussed whether we would rather live like Robinson Crusoe and not have to think of anyone but ourselves; or live with others even though we would have to think of their comfort. In this way I taught the need of laws. I often asked them to tell me what they should do so that others would like to live with them.

When a child was brought to me for wrong conduct I asked him what he thought about his act. We decided an act was wrong if it interfered with the work or pleasure of another; or if it hindered the doer from being his best. Sometimes I allowed the child to tell me what punishment would keep him from repeating the act.

We learned that a person may take what does not belong to him with his eyes as well as with his hands. We called it dishonest to take another's spelling words or his problems in arithmetic in this way.

We talked much about doing one's best. Each child knew his best and many would show me their best work with satisfaction. I never failed to praise it and tell them I was sure it made them happy to do their best. I suggested that next time I thought they could do even better.

We read many stories about children and older people who had the qualities we were trying to cultivate. The children discussed the stories and made their own applications.

There was nothing they enjoyed more than the stories of the men in the Bible. Their readers gave the lives of David and Joseph. During opening exercise I read other stories. They saw how Jacob's trickery made him afraid of Esau; Saul's disobedience cost him his kingdom; how the faithful services of Joseph and Daniel brought them promotion and honor; how David's respect for the office of king, and his beautiful spirit kept him from killing Saul, even when Saul was pursuing David with the intention of taking his life.

I tried to have the children realize so as to have the impression lasting that right conduct brings satisfaction to the doer and blessings to others, while wrong conduct brings unpleasant consequences—pain, sorrow, punishment, dishonor.

There was no studied plan of work. I simply felt the burden of the necessity of teaching these vital qualities, and I was always looking for stories, suggestions and incidents that would help to make them part of the children's lives.

THE BOY WHO DIDN'T PASS

A sad-faced little fellow sits alone in deep disgrace,
There's a lump arising in his throat, tears streaming down his face;
He wandered from his playmates, for he doesn't want to hear
Their shouts of merry laughter, since the world has lost its cheer;
He has sipped the cup of sorrow, he has drained the bitter glass,
And his heart is fairly breaking; he's the boy who didn't pass.

In the apple tree the robin sings a cheery little song,
But he doesn't seem to hear it, showing plainly something's wrong;
Comes his faithful little spaniel for a romp and bit of play,
But the troubled little fellow sternly bids him go away.
All alone he sits in sorrow, with his hair a tangled mass,
And his eyes are red with weeping; he's the boy who didn't pass.

How he hates himself for failing, he can hear his playmates jeer,
For they've left him with the dullards—gone ahead a half a year,
And he tried so hard to conquer, oh, he tried to do his best,
But now he knows, he's weaker, yes, and duller than the rest.
He's ashamed to tell his mother, for he thinks she'll hate him, too—
The little boy who didn't pass, who failed of getting through.

Oh, you who boast a laughing son, and speak of him as bright,
And you who love a little girl who comes to you at night
With smiling eyes, with dancing feet, with honors from her school,
Turn to that lonely little boy who thinks he is a fool,
And take him kindly by the hand, the dullest in the class,
He is the one who most needs love, the boy who didn't pass.

—Anon.

The Constitution and Respect for Law

By FREDERICK M. HUNTER

Superintendent of Schools, Oakland, California

[Address delivered at KGO Broadcasting Station, Oakland, California, November 16, 1925.]

"Civilization is a race between education and disaster," says one of our modern seers. Nowhere is this more evident than in the trend of events in American life during the first quarter of the twentieth century. The life of the American people is the battleground between law as a guarantee of human liberty and individualistic license as the practice of it. Here apparently is to be fought out to a determination this gigantic issue: Can a nation of 100,000,000 people, whose instincts are traditionally democratic and whose past history glorifies individual freedom, maintain a sufficient respect for the restraints laid down in its Constitution, fundamental body of law and judicial interpretations to insure a permanent policy of "Liberty through law" to its entire citizenship? Three results are possible: the triumph of license—leading on to anarchy and the despotism of the commune; the triumph of restraint leading on to bureaucracy and even monarchy; the triumph of democratic social ideals by means of "liberty through law." The outcome depends upon the success with which the American people complete the job of universal education and training for citizenship.

"The general trend in the American home today is toward indulgence. . . . The average American home mistakes indulgence for the real kindness of careful and well thought-out training for citizenship.

"In our public schools we are somewhat to blame. We have been so fearful of teaching sectarianism and denominationalism in accordance with our fundamental American tenets of the separation of the Church and the State, that we have leaned too far backward in the matter. Character education has not been emphasized as it should be, and the processes of education have not been pointed toward the development of character as the chief goal as in reality they should be."

It may not be wholly clear to us all just what this undertaking really is. Let me attempt to summarize it. For the first time in the history of the world a nation of one hundred million people has sought the universal education of its youth as a foundation for its democratic social philosophy and its high standards of living. Other nations have dignified education. Others have developed historically famous democracies, but no nation has set out to establish the relationship between education and the triumph of democratic ideals through a universal training for citizenship of twenty million youth as a continuing policy generation after generation. Such an undertaking upon a scale so gigantic must necessarily be institutionalized. There has come into being, accordingly, a nation-wide institution—a creation of the American people by virtue of their genius as institution builders, to be everywhere used as the official agent for the accomplishment of this task. This is the public school. It is the climax and crowning achievement of America's institution building efforts. But this task cannot be wholly done by the school. It is a co-operative enterprise and the co-operative feature lies in the fact that the home life of America must lay the first foundation of a worthy citizenship. The official agency for citizenship training—the public school—even in states maintaining a full ten-months' school year is in charge of the youth committed to its care for less than twelve hundred hours each year, while the home is responsible for these same youth the balance of the time or seventy-five hundred hours per year. For America to succeed in this vast nation-wide effort means a universal support and protection of the agencies of public education and a keen realization on the part of the parenthood of America of its responsibility for worthy and effective training of twenty million American youth.

What is commonly known in America as public opinion is of necessity the one element without which this tremendous co-operative enterprise cannot take place. Public opinion, therefore, ought to be keenly alive to those trends in American life which seriously affect the outcome.

It requires no prophet to point out conditions in this country relative to respect for law and its enforcement. Popular belief has it, although it is vigorously contradicted by sections of the press and the teaching profession, that a crime wave of large proportions now exists in the United States and has existed since shortly following the World War. This belief is entertained with sufficient seriousness by many of our large organizations of nation-wide scope to lead them to make careful

studies of the situation. The American Bar Association has investigated the matter thoroughly through an expert committee, making illuminating reports in 1922 and 1923. Researches by this organization give conclusive evidence as to the lack of law enforcement in this country and the predominance of crimes of a serious nature in the United States, such as homicide and burglary, in comparison with crime tendencies in other countries. From these authoritative reports we learn that murder is approximately four times as prevalent in the United States as in Canada and more than ten times as prevalent in the great cities of this country as in the great cities of England and Wales. There are twice as many burglaries in our great cities as in Canada, and the population of our prisons and penal institutions is approximately three times as great as in Canada in proportion to the population.

Murders in the United States average 8,500 per year, which over a period of ten years gives a total of 85,000 lives sacrificed to the criminal tendencies of our underworld stratum of population. B. G. Lewis, commissioner of institutions of the State of New Jersey, states that the cost of crime in the United States at a conservative figure may be placed at more than eight billion dollars per year, which amounts to more than one-tenth of the total income of the people of the United States. This total is greater than the combined expenditures for education, for churches and religion and for other costs of government.

Chief Justice Taft speaking of the enforcement of law in the United States states "the administration of the criminal law in the United States is a disgrace to modern civilization." The American Bar Association in one of the reports mentioned above makes the following statement: "The criminal situation in the United States is worse than in any other civilized country. Here there is less respect for law." Note the facts as shown in the report of this organization:—

		fotal population	Population of penitentiaries	Burglary	Murder
1921	Canada	9,000,000	1,530	2,270	57
1921	Cook County, Ill. (Chicago)	3,000,000	1,930 Joliet, Ill., Penitentiary	4,785	212
1921	England and Wales	35,000,000			63
	London	7,000,000			17
	New York	6,000,000			260
1919	France	39,000,000			585
	U. S.—48 cities	20,000,000			1,562

Not only do we compare very unfavorably with the civilized nations of Western Europe and Canada in the prevalence of crime and lack of law enforcement, but worse yet we are compelled to admit that the criminal tendency is increasing. While the arrests for minor offences and the population of some of the lesser penal institutions show a decrease during the last five years, the number of major crimes such as homicide and burglary have very greatly increased. Burglaries have increased over 1,200 per cent. in the last ten years according to the American Bar Association.

The criminal population of the United States has increased 16.6 per cent. from 1910 to 1922. General population increased 14.9 per cent. The prison population of the United States in 1880 was 30,659. In 1910 it was 58,800. The tendency toward the increase of crime accordingly should be characterized rather as a tide than as a crime wave. It is with this type of movement that the forces making for good citizenship and charged with the responsibility of the maintenance of our high standards of home life are most vitally concerned. It is accordingly necessary that we inquire as to the causes of this amazing situation.

First, we cannot assume that the American people as a whole are lawless or have an inherent tendency toward crime. In fact the statistics resulting from these thorough and nation-wide investigations show that less than one-third of one per cent. or 1/300 of the total population of America is engaged in crime or shows a tendency toward crime. When the tremendous cost of crime in the United States as authoritatively stated above is considered the necessity of lessening the drain and waste which is occasioned to the American people by so small a per cent. of the population is clearly seen.

Nor can we charge the great war with being responsible for the crime wave for the following reasons: The rate of increase in crime between 1916 and 1922 was not greater than the rate of increase between 1910 and 1916. Futhermore there is no evidence of any crime wave in England, Canada or France, countries manifestly more seriously affected by the war and its results than the United States.

Where shall we turn then in seeking the cause of the tide of crime which indisputable evidence shows to be upon us? From the evidence afforded by the investigations already referred to and from studies made by agencies in the public schools confronted with the problem of universal training for citizenship, it seems to me to be safe and conservative to suggest the following:—

1. The fundamental cause for crime in the United States is the indifference of the American people toward their own governmental affairs. It has not been completely impressed upon the American public as yet, in spite of their belief in education and their adherence to public schools and their fundamental and instinctive reliance upon American home life, that any responsibility lies with them as to a great and vital issue such as the situation with reference to law enforcement. The American people as a whole have not been convinced that there is any issue concerning law enforcement in the United States. Herein lies the fundamental cause for poor government, poor enforcement of law, lack of respect for

the Constitution, and the consequent opportunity of classes with a criminal tendency.

2. The administration of our Courts of Justice is seriously at fault. Parole provisions are abused and apparently are far too liberal. There is delay in court proceedings and the chance of the criminal in the United States of America to escape punishment is better than his chance to be convicted and punished. Moreover, dilatory proceedings and a winking at the law and an increasing use of technicalities in behalf of criminals are supported in a large measure by both maudlin sympathy and connivance of legal defenders. The chance of conviction of a criminal in England, France and Canada is many times more certain than it is in the United States. During the year 1921 in the entire city of London there was not a single unsolved murder mystery. There is almost universal detection and almost universal conviction when a crime is committed.

3. The American people have a habit of carrying pistols. Nine-tenths of the murders committed are committed with pistols. In fact there is very lax enforcement in nearly all states of the laws preventing the carrying of weapons. So prevalent is this practice and so closely related is it to the very large number of murders committed that the American Bar Association has recommended that the manufacture of revolvers and ammunition for the same be absolutely prohibited except for police and military purposes.

4. Another great and fundamental cause of crime, in fact a cause which creates a source of supply for the criminal class, is lack of proper home life for our American boys and girls. The general trend in the American home of the day is toward indulgence. Parents wish to be kind to their children. In fact the people of America glorify youth more than the people of any other nation. But parents follow the course of least resistance. They grant every request and whim especially when prevalent prosperity encourages them to do so. This does not make for wholesome and vigorous training for citizenship. The average American home mistakes indulgence for the real kindness of careful and well thought out training for citizenship. Parents do not carefully guard the amusements of the child, advise him as to the companionship he should have, control his whereabouts in his hours away from home, guide his reading, nor give him proper advice as to the most vital questions of the period of youth. For these things lavishing of money and granting of whims do not suffice and many children get their first tendency toward disrespect for law from disrespect for and disobedience to the rules of the home. We cannot expect a generation to respect the laws of the state or the nation unless they first learn obedience and respect to the better judgment and to the properly regulated control of parents.

In addition to the tendency toward indulgence comes the untoward and malevolent influence of the broken home. A recent report from the Detention Home in this city shows that during a period of five years the cases of thirteen hundred boys have been handled by the Detention Home. These boys represent 1,117 homes. Of these, 564 were broken homes and not more than a dozen of the entire 1,117 could be said to be good American homes. Here indeed is a kindergarten for criminals.

5. In our public schools we are somewhat to blame. We have been so fearful of teaching sectarianism and denominationalism in accordance with our fundamental American tenets of the separation of the Church and the State that we have leaned too far backward in the matter. The proper spiritual element in education has not been maintained. Character education has not been emphasized as it should be, and the processes of education have not been pointed toward the development of character as the chief goal as in reality they should be.

In the main it seems to me these are the underlying causes of a situation that is critical in the extreme. That our American citizenship as a whole, especially parents and teachers, should be well acquainted with these causes and should have a program for the removal of the causes and for the carrying out of the great citizenship training goal is obvious to everyone. May I suggest such a program?

First, a sharp awakening of public sentiment from its present indifference to a sense of the crisis at hand; a gripping belief in the necessity of respect for law and for the enforcement of all law. This must be done through the press, through the pulpit, through civic organizations and through a united effort on the part of the teaching profession.

Second, a change in the view of home life on the part of American parents and a realization of what home-policy makes for the best interests of children; careful guidance by parents of the amusements, the reading, the companionship and the hours away from home; obedience to the rules of the household to replace universal indulgence. Every woman's club and every civic and service organization in the land ought to make a thorough study of the relation of home life to the prevalence of crime.

Third, a carefully worked out program of regulating laws throughout the nation, restricting the exercise of parole and simplifying, clarifying and speeding up of court procedure; also laws and regulations for the prevention of carrying of weapons.

Fourth, a return to the conception of the Constitution of the United States as the basis of all liberty; a realization that within the Constitution and its interpretation lie the restraints upon individual license which can be the only permanent guarantee of individual liberty; a program of teaching these views not only to our youth but to our adult citizenship through university extension work,

through programs of civic groups and through the press. Here is another fruitful field of endeavor for service clubs and women's organizations.

Fifth, universal instruction and emphasis upon character in the public schools as the chief objective of education.

I am firm in the conviction that as a nation we have set ourselves to the undertaking mentioned at the outset; namely, that of carrying on our ideals of American life through a proper training of the youth of each succeeding generation. I believe, moreover, that the public educational system of America has come into being chiefly for this purpose. I also believe that the American home can and must accept its major responsibility for the citizenship of the next generation. If these tenets are correctly held then some such program as I have suggested here is inevitable. To it or some similar one we must, perforce, commit ourselves if we are to be true Americans, if we believe in our children, if we have confidence in the final triumph of a democratic social philosophy. With a sufficient serious conviction on the part of the leadership of America that such a program must be undertaken we cannot fail of the goal. As we press forward to the mark in this high calling let us hold high our slogan, "Obedience to law, respect for others, mastery of self, joy in service, these constitute life."

Thrift for Boys and Girls

National Thrift Week is near at hand. The turn of the year will find hundreds of communities in every part of the country busily preparing for this event. During the week of January 17-23 hardly a hamlet throughout the nation will be without some share in this annual observation.

No similar "week" of the year has so strong an appeal to the educator as National Thrift Week. An ability to master money matters is generally recognized as being the sure road to success and happiness. To correctly educate the younger generation in the essentials of thrift is a matter of vital importance.

National Thrift Week gives a much-needed stimulus and background to thrift education. In the first place it always begins on Benjamin Franklin's birthday. Franklin is the American apostle of thrift. Beside that he is one of the greatest of our historical characters. Children will easily assimilate thrift knowledge when it has as its background the life and work of "Poor Richard," and so it becomes easy to teach this great subject during National Thrift Week.

An additional impetus toward the teaching of thrift in the schools is provided this year because of the great nation-wide essay contest which is being launched by the National Thrift Committee in co-operation with the International Benjamin Franklin Society. Through the courtesy of a member of the executive board of the International Benjamin Franklin Society, J. Robert Stout of New York City, awards amounting to five hundred dollars will be given for the best papers written by high school students on the subject, "The Many-sided Franklin." A condition of this contest is that the paper must be read at a high school assembly during National Thrift Week.

Although the papers submitted in this contest are not restricted to the thrifty activities of Benjamin Franklin in any sense of the word it is still true that the interest aroused will provide a fine pivotal point for much good work in the realm of thrift education. Mr. Stout, the donor of this award, beside being a great admirer of "Poor Richard," is a most active worker in the juvenile field and an enthusiast for thrift education among boys and girls. He believes that the appeal to the imagination which the life of Benjamin Franklin makes will provide the necessary interest from which action comes and that thought on thrift will follow as a natural sequence.

It is easy to teach thrift to children through the use of such essay contests as that described above and other educational means which have been evolved by the National Thrift Committee. This is because the principles of the movement are so simple. The ideal upon which the endeavor is founded is set forth in the National Thrift Week slogan, "For Success and Happiness." Then there are ten points of progress through which this success and happiness may be obtained. They are as follows:—

1. Work and Earn
2. Make a Budget
3. Record Expenditures
4. Have a Bank Account
5. Carry Life Insurance
6. Own Your Home
7. Make a Will
8. Invest in Safe Securities
9. Pay Bills Promptly
10. Share with Others

Another point to remember is that each day of National Thrift Week is one with a specific purpose. This fact is a great help because each day is productive of a new thrift idea. The days of the week are designated as follows:—

January 17th, Sunday—Share with Others Day
January 18th, Monday—Thrift Day
January 19th, Tuesday—Budget or Home Economy Day
January 20th, Wednesday—Insurance Day
January 21st, Thursday—Own Your Home Day
January 22nd, Friday—Safe Investment Day
January 23rd, Saturday—Pay Bills Promptly Day

The National Thrift Committee has prepared a "One Dollar Thrift Package" which will gladly be sent to anyone interested. It contains a variety of material which can be used in the classroom during National Thrift Week and also, as a part of this package, is the "Teachers' Thrift Portfolio," which gives detailed explanation of many ways to obtain classroom correlation on thrift.

Thrift work is an endeavor in which anyone may be proud to have a part. It is one of the most interesting ways by which practical knowledge may be added to and made a part of academic training.

World Conference on Education Report

By E. RUTH PYRTLE
Lincoln, Nebraska

[Address before the Nebraska State Teachers Association.]

"The World Conference on Education, held in Oakland, San Francisco, 1923, under the auspices of the National Education Association started currents of influence which, flowing out to the distant parts of the world, are destined to change the attitude of educational workers towards world problems.

"Perhaps the most far-reaching act of this conference was the organization of a World Federation of Education Associations, an organization to represent comprehensively the forces working for universal education and so to promote international understanding, goodwill, co-operation, and justice." The first gathering of the World Federation of Education Associations was held in Edinburgh, Scotland, 1925.

Ten hundred fifty delegates, representatives of fifty nations and of the five million teachers of the world, met for discussion in the beautiful city of Edinburgh—the city the Scottish people like to call the Athens of Europe.

The interest in the meeting was not confined to educators only, but many men and women of Great Britain and the Continent, prominent in the political and economic life of Europe, were quick to realize the tremendous potentiality for good of such a movement and were in attendance, taking part in the discussions.

The objective of this World Meeting was to secure international co-operation in educational enterprises, to foster the dissemination of information concerning education in all its forms among nations and peoples, to cultivate international goodwill, and to promote the interests of peace throughout the world.

The program began on a bright cool Monday morning, July 20, and lasted eight days—eight full days, I assure you, beginning each day for the American delegates with an 8.30 delegate meeting.

Dr. W. F. Russell, chairman of the American delegation, got a lot of business and valuable discussion in these peppy meetings, sending us off in time for the ten o'clock daily sessions.

In these ten o'clock sessions all phases of education were discussed in group meetings. The Pre-School Education had as chairman, Lady Leslie Mackenzie. Judging from the extended publicity of the daily press, these discussions must have awakened great interest.

The group sessions on Elementary Education gave much time to this type of conference: What elements in the curricula of the elementary school are calculated to develop the virtues necessary to world understanding, justice and good will? What has the movement among our young people done to further international understanding, and is it desirable for the Federation to assist in furthering it? If so, how? What steps may the Federation take to produce a more sympathetic relationship to the subject of geography? What plan is feasible and advisable to set up for the exchange of materials bearing accurate and desirable information for geography teaching? In the study of geography is it possible to select, arrange and relate the essential elements so that teachers of one country may be mutually helpful to the teachers of another? At the San Francisco Conference the general idea of international correspondence among school children was endorsed. How may the Federation contribute more largely to this work?

There were splendid programs for the groups interested in Secondary Education, Character Education, Illiteracy, Adult Education, Teacher Training, Health and Universities.

At times the discussions were so intense, each nation apparently so anxious to have its viewpoint accepted, that individual speakers seemed almost unfriendly, but in the end, good will predominated, and all seemed to realize the deep truth of the statement made at the San Francisco meeting two years ago: "Of all the institutions working for the unification of mankind and the improvement of the social welfare, the school stands first, and in consequence, the importance of a stand to be taken by those who direct public education and those who teach in the schools can hardly be overestimated. What our civilization will be a quarter of a century hence will depend very largely on the attitude assumed toward these new questions of international relations by those who are responsible for the direction of public education in all lands and nations."

Practically all the discussions were in the English language. I believe I heard but three interpreters. This speaks well for the universal use and knowledge of the English language when more than fifty countries were represented.

The Delegate Assembly sessions were presided over by our most able president, Dr. A. O. Thomas, state superintendent of Maine. Much credit is due Dr. Thomas for the success of this World Meeting. It was no small task, to set up that fine program, no easy task to control in business session, that very much mixed, diverse group. It appeared at times that certain nationalities wanted to dominate and control the chairman, but Dr. Thomas was equal to every emergency and kept the control, giving fair play and justice to representatives of all nations regardless of size and prestige.

At the opening welcome meeting, presided over by Sir John Gilmour, member of Parliament and Secretary for Scotland, addresses of welcome were given by seven titled gentlemen

of Scotland, and Miss Tweedie, president of Educational Institute of Scotland. Responses were made by representatives of China, Honduras, Sofia, Prague, and America represented by Miss Olive M. Jones of New York. The United States was well represented by its full quota of duly appointed delegates, some four hundred in all, from all ranks of the profession of teaching from the classroom teacher in the grades to the college president. Walter R. Siders of Idaho, member of the National Education Association executive committee, and Dr. N. D. Showalter of Washington worked hard on the constitution committee to keep American ideals to the fore. The new constitution and the resolutions adopted had been so carefully worked over and compromises agreed upon during the several days and nights upon these documents that when they came before the Plenary session for action they were adopted with little objection. Storm clouds which seemed to be gathering and which looked threatening for a time soon cleared away.

Walter R. Siders and Mrs. Mary C. C. Bradford, state superintendent of Colorado, former National Education Association president, are the newly elected members for the United States.

Father Time's Review

By J. A. STEWART
Toledo, Ohio

[Characters: Father Time; Columbia; Eighteenth Century; Nineteenth Century; Twentieth Century; Science; Benjamin Franklin; Industry; Invention; Commerce.]

(Father Time is seen sitting in meditation. A bell rings. Enter Columbia.)

Columbia—Father Time, did you call me?

Father Time—I did, Columbia. Do you realize that a century and a half have passed over your young head? It is time to pause and review the achievements of the past in preparation for the future.

Columbia—The years pass so swiftly, Father Time! But I know great things have been done.

Father Time—Let us see! Ho, Eighteenth Century! Ho, Nineteenth Century! Ho, Twentieth Century!

(These three appear.) And where is that prophet, sage, and inventor of the Colonial period, Benjamin Franklin? Let him sit with us.

(Columbia bows deeply as Franklin enters. "Science" and "Invention" follow him, take him by the arms and lead him to an elevated seat.)

Franklin—I greet you, Father Time, and I thank you for the privilege of being here. The sure foundations of the nation's progress and prosperity were laid at and even before its birth in 1776. We foresaw then the improvements that would come in higher and also in material things, the greater conveniences of common living and the invention of new and useful utensils and instruments.

Columbia—Great has been the advance in every way. Let Science tell us.

Father Time—Science has great honor the world around. Through scientific knowledge, man is able to chain the lightning, to speak through the air, to travel on the wings of the wind, to harness the waterfall, to stamp out the plague, and in large measure to find the means by which the earth may be subdued and made to produce of its bounty.

Science—Never in all the world's history has Science been able to reward thoughtful and inventive people as in the past 150 years of American history. Franklin and the other patriots foresaw a good deal, but even they never dreamed of what has been done.

Eighteenth Century—Franklin lived till within a decade of the close of the eighteenth century. During the ten years after he passed away Fulton's steamboat, Perkins' nail machine, Newbold's plough, Whitney's cotton gin, Whittemore's carding machine, Evans' high pressure steam engine were given to the world.

Nineteenth Century—Franklin discovered that lightning and electricity are the same. He invented the useful lightning rod. The nineteenth century saw the development of electric power on a marvelous scale. Henry's electromagnet; Morse's electric telegraph, Vail's electric locomotive; the Bell telephone, Edison's incandescent lamp, Brush's arc lamp, Cowles' electric furnace, Thomson's electric welding, Sprag's electric trolley car, are among the great electric wonders of the nineteenth century.

Invention—The nineteenth century has been an enormous contributor to invention. Among the greatest, aside from those already mentioned, are Goodyear's vulcanized rubber; Howe's sewing machine, Westinghouse's airbrake, Sholes' typewriter, Lowe's water gas, Eickemeyer's mowing machine, Edison's talking machine, Patterson's cash register, Selden's gasoline motor, Burroughs' recording and adding machines, Eastman's transparent film, and Edison's motion picture machine.

Franklin—Amazing! You then have machines that talk; sew; mow; add; print; travel by electric power!

Science—And more.

Twentieth Century—The twentieth century while young has given to the world machines that fly like birds and carry men and freight under their wings!

(Enter Commerce and Industry.)

Commerce—Commerce has so vastly increased by means of the inventions for rapid transportation that the United States now sends its vast quantities of surplus products and manufactures to all parts of the globe. Our export trade is many millions of dollars each year.

Industry—Every kind of industry in the United States has benefited from Science. Farms have been made to yield as they now do, because of scientific breeding of plants and animals not known in Franklin's day. Machine labor has taken the place of hand labor and the laborers themselves have benefited. Standardization, due to the machine tool, is one of the chief glories of American manufacturing.

Science—I am proud to say that Science has revealed to seekers after facts many unknown things. Radio-activity, for instance, is a property of matter quite unknown till the twentieth century. There are now eighty elements listed as compared with only twenty in Franklin's day. The smallest thing is not now an atom, but an electron. The smallest unit of measure is not volume, but electric charges.

Columbia—Life in the United States is very different now as Franklin prophesied. People live longer, travel more; enjoy greater facilities for work, comfort and en-

tertainment. The enemies of the human race are better understood as Science has revealed them. Many grim diseases like yellow fever, diphtheria, tuberculosis have been overcome.

Commerce—The whole world is being changed by expansion in Commerce. Its increase and the travel connected with it are doing as much if not more to make the nations one than all the statesmen and their laws.

Franklin (clapping his hands)—I did some traveling abroad myself in the early days of the United States. If the world is to become unified, it will be by the mutual helpfulness of the different sections. (Turns to Science.) Invention and Improvement benefit the whole world. They are prolific and beget more of their kind. Science has accomplished much for humanity. It will do much more in days to come. I congratulate you!

Columbia—Our Nation thanks Science daily for what has been wrought in the physical realms and looks for further advance not only in these practical lines, but also in the social, political, intellectual and spiritual problems which face us in the years to come.

Mrs. Brown and Miss White: Have You Met Them?

By WESLEY PATTERSON
East Machias, Me.

The scene is laid in any small town with a population from 600 to 3,000. The time extends through the months from September to June. The town may have its industries and it may not, but it always has the school. More or less proud of that school are the citizens of the community; their parents and grandparents graduated there; their children are now on their way to graduate. So, regardless of what else there may be of bustle, regardless of other interests, the eyes of the elders are on the school. And therein lies a tale.

Mrs. Brown and Miss White have appointed themselves general overseers of the education of the children of their town. Mrs. Brown has a boy in the freshman class of the high school. Miss White is going to see that Mrs. Brown's boy isn't neglected in any branch of his training. Mrs. Brown is going to assist Miss White. Have you ever heard this story?

School has opened in September. It is now the first of October. Miss White meets Mrs. Brown on the street. After the latest method of pickling tomatoes has been noted and catalogued by Miss White, she takes up her burden of the conversation by asking: "What do you think of Mr. Green, the new mathematics teacher at the High School?" Oh, yes, she takes it for granted that the other has seen Mr. Green. He has been under inspection for three weeks through lace curtains in parlor windows. And Mrs. Brown replies in something after this fashion:—

"Mr. Green? Oh, yes. I think he's just nice. So good looking, and such a gentleman. Don't you like him? Although sometimes he does act a bit frivolous; whistles, you know, when he walks along the street. And my boy says he doesn't keep very good order in school, lets the children laugh too much, I guess. But then, I'm sure he must be smart; Danny is always repeating something he has said."

Mustard pickles are forgotten; Mr. Green is not, nor any other member of the High School faculty. Policies of the principal are discussed and amended to satisfy the opinions of the two elderly ladies—particularly the one who is assisting the other in the bringing up of the latter's son. Frequently the two meet; then to other homes they bring their conclusions; until finally several families are of the definite conclusion that a change must take place in the town school system. From parlor to parlor and from dining room to dining room it is made known that "such a girl" is being slighted because she isn't as quick in her responses as Tom Gray's boy. It is discovered that morning exercises and assemblies aren't being held any more. The courses which Mrs. Black and Miss Smith took when they attended the High School have been "cut right out of the schedule." The principal actually neglects a boy who does not go out for football. These are a few of their important revelations. Those of you who have heard this story before, know the others.

Now, Miss White didn't think it necessary to divulge the fact that assemblies were omitted only during examination week. Also, Mrs. Black didn't know that for all the changes in the curriculum there was a reason in accord with the modern trend of education. In place of geology, for instance, the time was put on the editing of a school paper, or training in debating, and the boy who "flunked" because he didn't go out for football, wasn't allowed to play football because he had "flunked" in the first place. And there you are!

What is the remedy for all this gossip about the policies of education in small towns? How can a parent most easily discover what her child is doing in school, or rather, if you please, what is being done to her child? There is only one solution. Go and see! Had Mrs. Brown and Miss White ever visited school? Need we ask? True, Education Week had been observed in their community, and something had been said about everyone visiting school, but really, didn't it mean that the students were having some special programs for their own entertainment? Willie had said to his mother: "Better come and visit school today; but then, I don't suppose you'll find it very interesting." Willie hadn't studied his algebra lesson and he didn't want his mother to find it out. Isn't that a logical reason?

In a school where I taught last year, visitors consisted of those who had graduated within the last two or three years, students of a

neighboring Normal School, teachers from other schools, and boy and girl friends of the scholars. During the entire year not one parent came through the doorway of the High School building. Yet Mrs. Brown and Miss White were perfectly convinced that, through the lips of poor Danny, they knew all that was necessary about the work there. To Danny it mattered little what his mother thought as long as he didn't have to go more than nine months of the year. So Danny didn't always tell the truth. We can't blame him. It isn't so very long since . . .

If, then, the pupils can't bring their parents, or won't, it lies in the hands of the teachers. I want to suggest one method of doing this. The cost of printing is not exorbitant today. Human nature it is to like formal invitations. Why not send to the father, mother, or guardian of every boy and girl in the school a printed invitation to attend, either at their leisure or at a specified time? Without reminding Mrs. Brown that it is her duty; without telling her to view at first hand the work which Danny is doing, have her think it a favor to the faculty of the high school. Most people like to think they can do favors. I think Mrs. Brown will come. By so doing, she will have no need of Miss White's gossip as to how the teachers are using her boy, and in a small measure, one more obstacle has been removed from the path of the high school principal.

How Tommy Learned a Lesson

By REV. WILLIAM WOOD,
Kennebunk, Me.

One day when he was just a lad,
He had to launch a little boat,
Too big, however, for his strength,
It made him mad, it "got his goat!"
He raved and kicked the helpless thing!
His shoes gave out, his toes were sore!
He lost his temper, more than that,
He did as many do, he swore!
He kicked and kicked until his wrath
Exhausted all the strength he had,
And then lay down and cried it off,
Disgusted by his "spell" of mad!
He learned a lesson well that day,
Not found in books or taught in school,
Old Man Experience stood by
And laughing, said: "You little fool!"
He learned by that a better way,
And all the tasks he has to do,
Long, hard, and faithfully he works,
But happily the whole way through!
If loads are big beyond his strength,
Or tasks too much for such as he,
He looks around and seeks the help
He needs to do them perfectly!
He never loses self-control,
Or kicks at things he cannot do,
But does the very best he can,
And passes his receipt to you!
Far more than mastering the job,
He conquered Tommy! And you can!
Unless you do, take this from me,
You'll never be a noble man!

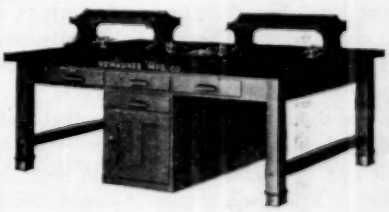
Kewaunee
Laboratoy Furniture
For Schools

Physics Laboratory Table No. 700

Very popular with teachers. Very substantially built. Can be supplied, if desired, with lower cupboard and drawers.

Chemical Table No. 890

Designed for use in the small school chemical laboratory. Eight students may be accommodated, working in sections of four.

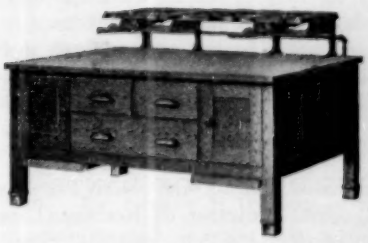


Students' Biology Laboratory Table No. 1006

Where a complete work-table is desired, this will fill the need admirably.

Students' Domestic Science Desk No. 1605

For two students. One drawer and one cupboard for each; larger drawer used in common. This is a very practical desk.



Hundreds of other new and modern educational institutions are now installing Kewaunee. It means better work on the part of both instructors and students, longer life and less expense.

Let us send you a list of Kewaunee installations, copies of letters from educators and the Kewaunee Book—the most complete volume ever published on Laboratory Equipment. Address the factory at Kewaunee.

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Book Table

ESSENTIALS OF ALGEBRA, COMPLETE COURSE. By David Eugene Smith and William David Reeve. Cloth. 560 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Algebra is no longer a mere mathematical science to be studied for disciplinary effect and is no longer taught by boring-drill method. It is now a very live subject, is taught in a very live way and has developed very live textbooks as the Smith-Reeve "Complete Algebra" demonstrates.

Every fairly well educated person today needs to be familiar with modern algebra, for without it one can not read even daily papers intelligently. Every important magazine such as well informed persons read uses graphs, formulas, and simple equations.

Dr. David Eugene Smith has had the widest experience in teaching algebra and writing its texts, and he is looking forward, as he has always done. Nothing progressive in mathematics ever catches him unaware, and he has an ideal running mate in William David Reeve.

THE PROFESSIONAL TREATMENT OF SUBJECT-MATTER. By Edgar Dunnington Randolph, University of Washington. Cloth. Baltimore: Warwick and York, Inc.

Professor Randolph has the most exhaustive quotations of authorities of the last hundred years that we have seen. and the references are several times more abundant than the quotations. It is a valuable book for professional research rather than for teachers, superintendents or student teachers except for those who are planning to specialize in such phases of education. For the purpose for which it is written there is no competitor. There is no equally important grouping of authorities. Unfortunately Professor Randolph could not appreciate the relative value of the quotations. There are thousands of quotations that had no possible weight when they were written and it is an open question whether it can be highly important in these busy times for a teacher or a student teacher to read opinions from fifty to ninety years ago that had no weight in their day and have had no significance in all the years since. If ane has occasion to read such material there is no other place where so much can be had in such small compass as Professor Randolph has given in this volume.

DISCOURSES ON DANTE. By Charles Hall Grandgent, Professor of Romance Languages in Harvard University. Cloth. vii+201 pages. Price, $2.25. Cambridge: Harvard University Press.

Those who know Professor Grandgent only as the delightful humorist of some of the sketches in "Old and New" and "Getting a Laugh" (both volumes published by the Harvard University Press), or as the keen analyst of some of his other papers included in those volumes, or as the painstaking and scholarly philologist of the "Introduction to Vulgar Latin" and "Provencal" (both published by D. C. Heath and Company), or as a graceful and charming poet, will doubtless find new reasons to admire him in his new book on Dante, just published. This does not mean that it is his sole contribution to Dante scholarship by any means—his remarkable edition of the "Divina Commedia" (D. C. Heath and Company) and his "Ladies of Dante's Lyrics," (Harvard University Press), as well as his "Dante" (Duffield) and "The Power of Dante" (Marshall Jones) have long since placed him at the forefront of American Dante scholars. "Discourses on Dante" is simply one more evidence of the remarkable combination of talents as scholar, and teacher, and thinker, and poet, and forthright human being that is Charles H. Grandgent.

The volume contains eight essays on Dante, ranging from Dante's influence on his own age and in his own country to his influence on foreign countries in the twentieth century, from Dante's intellectual inspiration to Dante's poetry. Scattered throughout the volume are Grandgent's own verse translations from Dante, and an original "sestina" and an original sonnet serve as prologue and epilogue respectively.

No one who was present at the great Dante Sex-Centenary exercises in Washington on October 3, 1921, will ever forget Professor Grandgent's wonderful address on that occasion—"Dante Six Hundred Years After." In this volume it finds its place among worthy fellows.

THE FUNDAMENTALS OF STATISTICS. By L. L. Thurstone, Ph. D., University of Chicago. Cloth. 257 pages. New York: The Macmillan Company.

The "Experimental Education Series," edited by Dr. M. V. O'Shea of the University of Wisconsin, is rendering exceptional professional service in finding authors who can deal with vital questions in a virile way as does Professor Thurstone in this really remarkable book. We have seen no other book that makes so clear and so attractive the *Frequency Table*, the Frequency *Polygon*, the Linear and Non-linear Relations, Smoothing the Frequency Polygon, the Median, the Mode, Variability, the Quartiles, the Percentile Ranks, the Binomial Expansion, the Probability Curve, the Area of the Frequency Surface, Transmutation of Measures, etc.

There are twenty elaborate illustrative tables and forty lists of charts and diagrams. This book, in its simple, direct fashion will enable any teacher to read any article, any book, report, survey as intelligently as an expert can read it. What better service has any one rendered the rank and file of the profession?

INTERCHURCH GOVERNMENT. By Clarence R. Athearn, School of Religious Education and Social Service, Boston University. Cloth. 377 pages. New York: The Century Company.

It is so trite as to be of slight value to say of any book that it is "timely" or "meets a pressing need," but Clarence R. Athearn has produced a book which is so pre-eminently "timely" and meets a need so pressingly that no phrasing can be trite.

There have been crises in the church and in religious life for thousands of years, and there will always be a recurrance of crises, but there has never been one in any sense resembling this crisis.

Like a flash out of a clear sky the incident at Dayton, Tennessee, following as it did the Leopold-Loeb-Frank tragedy, personal and legal, and followed by innumerable other crimes, financial, social and domestic, has made it natural to blame anybody and anything for everything that is wrong, and inevitably the church and schools get more than their share of blame. As a result everyone has a feeling that everything needs to be changed in some way.

Without admitting that the church is largely responsible by neglect or by intent for the present situation there is

a universal feeling that the Protestant churches, at least, must get together and magnify their common ground.

Before there can be a united front of Protestantism there must be a fearless statement of all situations which have endangered a united Protestantism, and Clarence R. Athearn has presented the whole situation as it has never been attempted before. He has faltered at nothing. He has faced every situation fearlessly and frankly.

A portrait by a master is always looking you squarely in the eye whether you are viewing from the extreme right or left or directly in front. So "The Interchurch Movement" as presented by Clarence R. Athearn is looking every Protestant squarely in the eye whatever may have been his traditions in Fundamentalism or Modernism. No one can fail to see his responsibility unless he turns his back upon the portrait too cowardly to face the truth and his relation to the present distressing condition.

Whoever neglects to read with care this notable book either confesses that he has no interest in what happens to religious life or thought or admits that he is inherently cowardly.

FOUR CENTURIES OF LITERATURE, ENGLISH AND AMERICAN. Selected and Edited by Allan Westcott, United States Naval Academy; Charles Lee Lewis, also of the Naval Academy, and Carl Jefferson Weber, Colby College. Boston: Little, Brown and Company.

It is of much importance that there is a book, satisfactory in all detail, which presents all that is vital in both English and American literature for all the years that we have had an important literature.

It is refreshing to recommend a book on literature that has all of the really great masters of England and America for 400 years, that includes men of our day, real flesh and blood men like Edwin Markham, William James, Theodore Roosevelt, O. Henry, Brander Matthews, William Lyon Phelps, and Stuart P. Sherman.

There is no other book available that does for English and American literature what Westcott, Lewis and Weber have done, and for this service we are genuinely grateful.

THE MANDARIN COAT AND FIVE OTHER PLAYS FOR LITTLE THEATRES. By Alice C. D. Riley. Cloth. New York: Brentano's.

Mrs. Alice C. D. Riley has been a brilliant creator of many captivating educational achievements. We have known no one to capture New England quite so completely as did Jessie Gaynor and Mrs. Riley when they would in two hours' time have a class of small children compose music and sing it. There was something irresistible in the way in which those women would get a class of children whom they had never seen respond intelligently and musically.

Mrs. Riley has written charming songs for children to sing rapturously, but of late she has been writing one-act plays of which this group of six plays,—"The Mandarin Coat," "The Sponge," "Their Anniversary Radio," "The Black Suitcase" and "Skim Milk," is a delightful sample.

Mrs. Riley has the same fascination in creating situations for adults that she had for children. She has the same personality in getting dramatic action in a one-act play that she had when she inspired little people to compose music never written by any one before, and sing their own creation with spirit and skill.

Each of these one-act plays is full of action, real genuine true-to-life action, and the setting is so simple and yet of such absorbing interest that it plays itself.

With her daughter, Dorothy Riley Brown, Mrs. Riley has a book of "Tunes and Runes for the Schoolroom" (Clayton F. Summy Co., Chicago), which brings all sorts of life in nature and human nature into the song life of school children. There are songs for special occasions, but there are more game and action songs than of any other class. They are such as "The Fat Little Thumb," "Hanging Out Clothes," "The Lantern Song," "The Lost Penny," "The Merry-Go-Round," "O Little Doll from China," "Burn, Fire, Burn," "Tweedle-Dee-Dee" and "Strawberries."

There are introductions to the use of each group of songs.

Books Received

"School History of the American People." By Charles L. Robbins. Price, $1.72.—"Preparation and Use of New-Type Examinations." By Donald G. Paterson. Price, 60 cents.—"Educational Crossword Puzzle Book." By Robert K. Speer and J. Ralph McGaughy. Price, 52 cents. Yonkers-on-Hudson, New York: World Book Company.

"The Making of America." By Grace Vollintine. Price, 96 cents.—"Class Record Book." By Harry I. Hadsell.—"The Junior College Movement." By Leonard V. Koos. Price, $2.40. Boston: Ginn and Company.

"Prose and Poetry of the Revolution." By Frederick C. Prescott and John H. Nelson. Price, $1.50. New York: Thomas Y. Crowell Company.

"Rural School Methods." By Emma L. Ritter and Alta L. Wilmarth.—"Première Année Moderne." By Léopold Cardon. Price, $1.40.—"Correcting Speech Defects and Foreign Accent." By Grace A. McCullough and Agnes V. Birmingham. Price 88 cents.—"Modern Europe and Its Beginnings." By Edgar H. McNeal. Price, $2.00. New York: Charles Scribner's Sons.

"Le Voyage de Monsieur Perrichon." By Labiche and Martin. Price, 80 cents.—"First Problems in Chemistry." By Martin Meyer. Boston: D. C. Heath and Company.

"Educational Yearbook of the International Institute of Teachers College, 1924."—"Foundations of Method." By William Heard Kilpatrick. New York: The Macmillan Company.

"Simplified School Accounting." By Arthur J. Peel. Price, $1.35. Milwaukee: The Bruce Publishing Company.

"The Psychology of Skill." By William Frederick Book. Price, $1.20. New York: Gregg Publishing Company.

"Practical Teaching." Book One. By Charles A. McMurry. Richmond: Johnson Publishing Company.

"American Child Health Association: Transactions of the Second Annual Meeting, 1924." New York: American Child Health Association.

"The Chicago Public Schools." Book One. Chicago: Row, Peterson and Company.

"Singing Games and Drills." By Chester Geppert Marsh. New York: A. S. Barnes and Company.

"Four Centuries of Literature English and American." By Allan Westcott, Charles Lee Lewis, Carl Jefferson Weber.—"Contemporary Verse." By A. Marion Merrill and Grace E. W. Sprague. Boston: Little, Brown and Company.

"Les Americains Chez Nous." By Eugene Brieux.—"A French Reader." By Olin H. Moore and Robert Fouré.—"Industrial and Scientific French." By Eric Viele Greenfield and Hermon Babson.—"A Review of the Essentials of English Composition." By Roscoe E. Parker.—"The Elements of Business Law." By Ernest W. Huffcut. Revised by George Gleason Bogert.—"Plant and Animal Improvement." By Elmer Roberts and Eugene Davenport. Boston: Ginn and Company.

"Business Law." By Alfred W. Bays.—"Nations as Neighbors." By Leonard O. Packard and Charles P. Sinnott.—"Junior Mathematics." Book Two. By Ernst R. Breslich.—"The Correction of Speech Defects." By Helen M. Peppard.—"Northward Ho!" By Vilhjalmur Stefanssen and Julia Augusta Schwartz. New York: The Macmillan Company.

"The Pathway to Reading." Second and Third Readers together with Teachers' Manuals. By Bessie B. Coleman, Willis L. Uhl and James Fleming Hosic. New York: Silver, Burdett and Company.

"Social Problems of Today." By Grove Samuel Dow and Edgar B. Wesley.—"Social Pathology." By Stuart Alfred Queen and Delbert Martin Mann.—"American Citizenship." By John W. Davis, Philip Cook, Albert C. Ritchie, Luther B. Wilson, Charles E. Hughes.—"Recollections of Johanna Spyri's Childhood." By Anna Ulrich. New York: Thomas Y. Crowell Company.

"Interchurch Government." By Clarence R. Athearn.—"Mesa Cañon and Pueblo." By Charles F. Lummus. New York: The Century Company.

"British Politics in Transition." By Edward McChesney Lait, David P. Barrows.—"Early Conceptions and Tests of Intelligence." By Joseph Peterson. New York: World Book Company.

TREND OF THE TIMES

69th Congress Gets President's Message

The first session of the Sixty-ninth Congress of the United States opened Monday, December 7, and the following day received the annual message of the President. The message was a comprehensive survey of the affairs of the nation, but contained no unexpected or particularly striking passages. The President urged our adherence to the world court and pledged our "approbation and encouragement" to European efforts to reduce military establishments. He called for tax reduction; for public support of the prohibition laws; and for greater power to be vested in the executive to deal with emergencies such as the coal strike.

Marriages Drop as Divorces Increase

More persons were untied by divorce and fewer tied by marriage in the United States last year than in 1923. The rate of divorces was nearly one for every ten marriages. The Department of Commerce announced that the total number of marriages last year was 1,178,206, a falling off of 3.7 per cent. from the 1923 total of 1,223,924. Divorces registered a grand total of 170,867, an increase of 3.5 per cent. from the 1923 figures of 165,096. Texas led the states in the number of divorces with 15,375, which compared with 71,986 marriages. The New York record was 4,622 divorces against 106,312 marriages.

American Birth Rate at Lowest Point

The birth rate in America is now lower than at any other period of her history and, due to the increasing practice of birth control, the finest qualities of the race are in danger of being wiped out. These are the conclusions of Dr. Frederick L. Hoffman, statistician, drawn from his research work for a prominent insurance company. About the only encouragement he finds is that the death rate is the lowest ever known, with one exception. He estimates the annual number of births in this country at about 2,600,000 and the deaths at 1,300,000.

War Takes Four-fifths of Federal Revenues

Secretary Andrew W. Mellon, in his report of the United States treasury department, declares business in this country is on a sound basis and there is good reason to expect abundant prosperity in the coming months.

The report is a lengthy document, which takes up in detail many matters connected with government finances. A feature which has attracted wide attention is the secretary's statement that over eighty per cent. of the national expenditures are on account of past wars or the national defence. The sums spent in aid of agriculture, business, science, better roads and education, he said, are infinitesimal by comparison with the outlay occasioned by wars. He declared those who clamor for governmental economy and at the same time are opposed to efforts in the direction of world peace, are extremely inconsistent.

Turkey to Adopt Christian Calendar

Following the lead of Rumania, Bulgaria and other Balkan countries, Turkey probably will soon adopt the Christian era and the Gregorian calendar as mediums for measuring time. A special Parliamentary commission has made a study of the Gregorian calendar with a view to fitting it to Turkish history and current events, and has unanimously recommended its adoption to the National Assembly. If the Assembly ratifies it immediately, next year will be 1926 instead of 1342. The present Turkish calendar dates from the first day of the month preceding the flight of Mahomet from Mecca to Medina, which would correspond to July 15, 622 A. D.

Phone Spans Moses' Route

Long-distance telephone service between Egypt and Palestine is the latest device for the elimination of the long, weary distance over which Moses and Aaron led the children of Israel for forty years back to the promised land. Beginning December 1, telephone conversations were made possible between the principal cities of the Holy Land—Jerusalem, Tel Aviv and Haifa—and Cairo, Alexandria and Port Said in the land of the Pharaohs. The telephone wires stretch across the Sinai Desert, which the Israelites traversed in their wanderings.

The speed limit on Florida highways now is forty-five miles an hour.

Savings in U. S. Show Gain

Twenty-three billion dollars, a gain of nearly $2,000,000 in a year, represent the total savings account of the American people, according to figures compiled and made public here by W. Espey Albig, in charge of the Savings Bank Division of the American Bankers' Association. The tabulations, which comprise savings deposits of all classes in banks and trust companies on June 30, indicate per capita savings of $204, a gain over 1924 at the rate of $15 for each inhabitant. Mr. Albig pointed out that the gain in aggregate savings during the year of $1,945,000,000 is $500,000,000 greater than the increase the year before. The figures also show that the total savings of $23,134,050,000 are owned by 43,850,127 depositors. This represents a net gain of 2,566,000 depositors over comparable figures for 1924.

Stock Exchange Seat Brings $135,000

Value of membership on the New York Stock Exchange has soared to $135,000. A seat was sold recently at that price. A short time before that, two seats sold for $130,000 each. Present quotations for Stock Exchange seats compare with a low for the year of $99,000 and a rockbottom price of $2,750 in 1871. The daily average volume of transactions so far this year has been in excess of 1,400,000 shares.

France Nearing Universal Suffrage

The time for universal suffrage in France is approaching. This announcement by Henri Roger, dean of the Sorbonne faculty of medicine, brought wild cheers from the delegates to the convention of the French League of Women's Rights in Paris. That French women are slowly awakening to a sense of political responsibility was the tenor of the whole series of meetings, and it was emphasized by the secretary's report on the year's work throughout the country. Suffragists from all parts of the world have been invited to attend an international suffrage conference in Paris next May. Among the American leaders expected to attend are Mrs. Carrie Chapman Catt, Charlotte Gilman and Martin Crampton.

The yearly Manchurian output of sea salt averages 510,000,000 bushels.

Plan Super-Power To Span Continent

Plans for a $50,000,000 hydro-electric project have been announced by Guy Huston, president of the Guy Huston Company. The project, when completed, will connect territory west of St. Louis with an almost solid network of super-power lines stretching from Maine to Kansas City, Mo. Other interests plan to link the Western point with the Pacific Coast, giving the United States a transcontinental super-power system. The heart of the project lies in the Ozark Mountains in Missouri. It includes harnessing the Osage River and its tributaries, and creating the largest artificial lake in the world, which will wipe out Linn Creek, the point from which Daniel Boone's historic caravan started westward. This lake will have a shore line of 260 miles. It will be formed by a dam 2,400 feet long and 110 feet high joining two mountains at a comparatively narrow gap in the Osage basin. Annual provisions of 183,000,000 kilowatts of primary power and 150,000,000 kilowatts of secondary power are expected.

Harriman Awards for Accident Prevention

The Union Pacific Railroad has been awarded the E. H. Harriman memorial medal for the best record in accident prevention among American railroads for 1924. The Delaware & Hudson and the Duluth, Missabe & Northern received honorable mention. The Western division of the Chicago Great Western railroad was awarded the silver facsimile of the Harriman gold medal. Joseph Kragskow, assistant foreman in the Omaha shops of the Union Pacific, received the Harriman bronze medal for the individual employe who did most in furthering accident prevention during 1924. He has never received an accidental injury during fifty-six years of service.

Crossroads of U. S. Highways

The National Geographic Society states that the Washington and Meridian streets intersection in Indianapolis marks the crossroads of the main transcontinental highways of the United States. The same authority names also some of the many remarkable crossroads of mankind. There are crossroads of the sea at Singapore, Panama Canal, Hawaii, St. Paul Island and Colombo; crossroads of cable lines at Guam and the Azores; crossroads of history in Palestine; crossroads of intercourse between Europe and Asia at Constantinople; and crossroads of the air at Prague. Geographers say that Paris is the natural headquarters of mankind and the natural crossroads of France. Her international atmosphere today, they add, is evident that "all roads lead to Paris, not to Rome."

Unemployment in Great Britain Grows

Unemployment was still on the increase in Great Britain at the end of August, reports to the United States Commerce department show, and was especially marked in coal mining, textile manufacturing and tin plate milling. On September 12 the official figures showed 1,418,000 persons out of work, as compared with 1,191,000 on the same date a year ago. The figures are taken from the English unemployment insurance department, which now calculates that 12.5 per cent. of the regular working population of the country is without employment.

U. S. Has Half of Broadcasting Stations

There are about 1,000 radio broadcasting stations throughout the world, of which 538 are in the United States, which also has about 18,000 licensed amateur transmitting stations. According to estimate, there are 8,000,000 radio sets in use, 5,000,000 of which are "tube" sets and the balance the "crystal" type.

Short Skirts Shock Indian Potentate

Of all the ultra modernism about the English girls of 1925, only the short skirts are a shock to the orthodox sensibilities of the Begum of Bhopal. She is the only woman ruler among the 700 potentates of India. At present she is in London taking in Western civilization through her Mahometan veil. The most advanced woman of her race and among the most progressive of the Indian rulers, the Begum, despite her sixty-seven years, has come to London with her son and heir to learn the ways and manners of the land of her suzerain. Her Royal Highness wants her granddaughters to learn a woman's work, but she would not think of sending them to universities. Such institutions are good places for boys, but not for girls in her opinion. She said that she believes that a woman does not need to know as much as a man.

Shrubbery and trees growing on the rocky crags known as Craigybarns, on the estate of the Duke of Athol, near Dunkeld, Scotland, were grown from seeds shot into the crevices from cannon.

Liberty Bell to Ring in Anniversary

Plans to have the historic Liberty Bell rung for the first time over the radio from Independence Hall in Philadelphia, at midnight December 31, to usher in the New Year, were announced by Mayor Kendrick of Philadelphia. Mrs. Kendrick, according to the plans, will sound the heroic chime with a rubber mallet, selected after a series of tests showed ringing of the bell to be practical, provided a proper mallet was used. The bell's notes, Mayor Kendrick said, will mark the start of the 150th year of American independence.

Bay State Mills Seek Longer Day

Massachusetts textile manufacturers, with an investment of more than $500,000,000, employing 125,000 workers and producing $600,000,000 in goods annually, are threatening to move their mills to the South unless the legislature repeals the forty-eight-hour week and permits the employment of women fifty-four hours a week. The return of the ten-hour day, the removal of the ban on women working after 6 p. m. and the reinstatement of the double shift will place New England and particularly Massachusetts textile manufacturers in competition with the Southern mills, according to the spokesmen of the employers. Labor unions are vigorously fighting the movement to repeal the shorter work week law. The campaign is under the direction of Ward Thoron, president of the Arkwright Club of Boston and treasurer of the Merrimack Manufacturing Company.

Bottles containing specimens of 2,800 different sands have been collected by a scientific institute in Chicago.

Our Work Is Educational— Like Yours

We have taught thousands of people **HOW** to build up a **THRIFT HABIT and a SUBSTANTIAL BANK ACCOUNT.**

Our plan of regular monthly deposits is the most successful savings plan on earth. Let us show you!

Watertown Co-operative Bank

A $9,000,000 INSTITUTION
27 Years Old
BOSTON, 72, MASS.

EDUCATION IN ACTION

Pupils Act as Traffic Cops

A solution to the problem of protecting school children from the menace of automobiles has apparently been found in Bristol, R. I. Seven boys from the Byfield Grammar School, wearing white armbands marked "School Traffic," are stationed at the intersecting streets at noon when the children from four schools in the immediate vicinity are dismissed for recess. The boys safely pilot the hundreds of small children across the highways. Chief of Police Hugh F. Kelley devised the plan, with the cooperation of the school committee, and is enthusiastic over its success. This plan relieves members of his small force from traffic duty near the schools and permits them to pursue their regular duties.

Would Exempt From Required Courses

President Remsen B. Ogilby of Trinity College (Hartford, Conn.) stated in his annual report that Trinity, as an educational institution, shared with all other American colleges a grave problem in the great increase in the number enrolled. He recommended a definite educational policy. He added that the first step to be taken would be to rescue from the burden of required courses the most promising students, in order that they may have freedom to pursue their chosen subjects further than the average student.

Beauty Hints by Barnard Undergraduates

"Paint your cheeks from the inside out," was the advice given Barnard College girls in a health exhibit held recently in one of the student halls. Tennis rackets, swimming suits and other athletic paraphernalia were displayed as hints on how to go about it. One exhibit was labeled "Antiques"—and showed a heavy corset, a petticoat, heavy underwear and a hair switch. There was also an exhibition of the foods Miss Too Fat, Miss Too Thin and Miss Just Rite should eat.

Changes in Yale Faculty

Important changes in the faculty of Yale University have been announced by the secretary's office. Dean David Stanley Smith, Mus. D., of the Yale School of Music, has been designated the incumbent of the Joseph Battell professorship of music, established in 1890. The promotion of three instructors to assistant professorships was also announced. George Raymond Cowgill, Ph.D., physiological chemistry, School of Medicine; John Joseph Donleavy, Ph.D., chemistry, Sheffield Scientific School, and Theodore Sidney Moise, M. D., surgery, School of Medicine, are those promoted.

New England Leads School Attendance

In fully half of the states 90 per cent. or more of children between the ages of seven and fourteen are enrolled in school, while in few of the states is the attendance below 80 per cent. Massachusetts leads with 96 per cent., while other New England States have nearly as good a record. New York ranks high, with 94 per cent. of its children in school.

Gift for New Medical School

The General Education Board voted at its November meeting in New York to give $700,000 to the University of Virginia for its new medical building. The gift was outright and is half of the $1,400,000 needed. Thomas Jefferson founded the university in 1825.

"Big Sisters" to Help Freshmen

Freshman co-eds at the University of Pennsylvania who find they are failing in one or more subjects are to be given special tutoring under a "big sister" plan being worked out by Mortar Board, the senior girls' association. The society is working in conjunction with the School of Education office in an effort to cut down the number of new students who flunk part of their freshman studies. The upper class girls are asked to help freshmen who find difficulties in their first year studies. This project is considered important as it will help the newcomers pass their studies and thus remain in school.

Farm Used in Vocational Work

Farming under actual conditions and studying home making under conditions that prevail in the average rural home have proved valuable additions to the course of study at the Vocational School in Millville, Penn. These additions were made possible through the purchase of an eighteen-acre farm and a six-room farmhouse adjoining the school property. The purchase was in the nature of an experiment by the school board. The work thus far has resulted in a great increase in interest among students, and a greatly increased enrollment.

Smithsonian Seeks Endowment Gifts

The regents of the Smithsonian Institution, headed by Chief Justice Taft as Chancellor, have made an appeal to the American people for $10,000,000 to be added to the institution's endowment for fundamental scientific research and publication. Lack of funds prevents the institution from undertaking sixteen major projects for research. Many of these projects are of immediate importance. Some of them, for example, will lead to an increase in the food supply from the sea, others will furnish data whereby the hardwoods, the fruits, the food, drug, oil and cordage plants of the Philippines will become increasingly available, while a third group will provide formulae to assist the engineer in solving his increasingly complex problems.

Chicago School Building Program

Eleven grade and five junior high schools to be completed during 1926 and thirteen other grade schools to be started next year in Chicago with sites for the first group, were announced by Colonel Edward B. Ellicott, president of the board of education. The 1926 building program calls for $21,000,000 and will provide 21,000 seats toward catching up with the shortage, which now stands at 45,000 seats. This is the largest year's building program in the history of Chicago's schools, according to Superintendent McAndrew and John E. Byrne, business manager.

Japanese College Fund Growing

More than $85,000 has been raised for the Tsuda College Rebuilding Fund, according to an announcement made by Mrs. Willis G. Mitchell. Three benefit balls are to be given this winter, under the general direction of Mrs. Frank A. Vanderlip, chairman of the New York committee. Tsuda College for Women in Tokio was destroyed by the earthquake and is to be rebuilt, largely by funds raised in this country.

Technical College at Wolverhampton

To supply trained engineers, especially for the automobile, motorcycle and bicycle industries, a technical college will be established at Wolverhampton, England. The cost of construction will be about $600,000, of which one-third is to be paid by the county of Stafford and the remaining two-thirds by the city of Wolverhampton. The buildings will be divided into five sections: general and administrative, biology, commercial, domestic, and technical. It is intended to make provision for evening as well as day students.

Diplomacy Chair to Be Founded

Washington's Birthday, February 22, is the day set aside for the exercises that will mark the founding of the chair of diplomacy and foreign service at George Washington University by the Master Masons of the country. The endowment is the outgrowth of a resolution passed at the nineteenth annual convention of the National League of Masonic Clubs held in Saratoga Springs last summer. Funds for the endowment are being raised by donations of one dollar or more, voluntarily subscribed by members of the 653 clubs comprising the league. One hundred thousand dollars are necessary to endow the chair. According to Charles A. MacHenry, president of the league, donations have already been received from England, Scotland and other countries.

Train Students in Archeology

Beloit College, Beloit, Wis., will sponsor a school next summer for the training of students for museum and field work in archeology. The school will consist of nine weeks of travel and study and will be known as the Logan Museum School of Prehistoric Archeology. It is intended to train students in the best methods of museum work and display and in excavating and treatment of specimens. Twelve museums of England, France, Switzerland and Algeria will be visited. The field work will be conducted in France and Algeria.

College Fund Raisers to Have Organization

Delegates from several American colleges and universities recently formed an organization to systematize their plans for raising funds for their respective organizations. The meeting to discuss the movement was held at the Graduates' Club under the auspices of Yale University. George E. Thompson, secretary of the Yale University Alumni Association, was named as chairman, with authority to appoint an executive committee of three. Mr. Thompson made the chief address of the session, describing methods used by Yale in its fund-raising campaigns of the last thirty years.

Dartmouth Charity "Chest" Drive

The Dartmouth Christian Association and Palaeopitus, the senior governing body of the college, recently conducted the annual five-day drive for the College Chest Fund. A large number of student solicitors asked every undergraduate on the campus, in an effort to secure more than the quota of $10,000 which was set by the committee. The College Chest Fund includes all the charity expense campaigns which formerly were contested separately by each organization and includes the Dartmouth contribution to the Red Cross, the Dartmouth Christian Association and the funds for Palaeopitus with which that society meets its expenses during the year.

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English Colleges Allow Smoking

The news that Bryn Mawr is to provide smoking rooms for its students was featured in the English papers shortly after the announcement. It was not presented as a radical idea, for the reason that women's colleges and schools in England have permitted smoking for years. At the University of London several thousand women have their own little clubs where they puff away at will during recesses and at tea time. The London County Council, conducting night classes attended by 26,000 women, permits smoking in odd nooks and corners, but not during classes. Smoking is not encouraged among public school girls nor those in private colleges where the students are in their teens, but there is no ban in any of the institutions for students of twenty or over.

Franklin College Passes in Ohio After Century

Unknown to many, Franklin College, one of the oldest educational institutions in Ohio, has passed out of existence. Franklin College was founded in 1817 and chartered in 1825, which, according to records of the institution, made it one of the oldest centres of higher learning in the state. The founder, the Rev. John Walker, chose the college site and then named the town that was to surround it. In the early days, students and the industry necessary to maintain them quickly helped to form a settlement and it was not long until New Athens was a thriving community. The railroads forgot New Athens and it became increasingly hard for students to go there. Registration naturally declined. The college struggled for its existence. The World War period added the last obstacle that could not be surmounted and the institution recently "gave up the ghost."

Professor Doyle Heads Modern Language Association

At the annual meeting of the Association of Modern Language Teachers of the Middle States and Maryland held at Columbia University on November 28, 1925, the following officers were elected: President, Professor Henry Gratton Doyle, George Washington University, Washington, D. C.; first vice-president, Lawrence A. Wilkins, director of Modern Languages in the High Schools, New York City; second vice-president, Robert D. Cole, Lawrenceville School, Lawrenceville, N. J.; secretary-treasurer, Miss Elsie I. Jamieson, Kensington High School, Philadelphia, Pa. The territory covered by the association (New York, New Jersey, Pennsylvania, Delaware, Maryland, the District of Columbia, and Virginia) was extended to include North Carolina and West Virginia, subject to the approval of the state associations concerned.

30 Vermont Schools in Debating League

About thirty schools have joined the Vermont Interscholastic Debating League and will compete for the championship of the state this year. The University of Vermont has offered to each member of the winning team, including the alternate, a scholarship for one year, valued at $225, and to each member of the team which loses in the final debate a scholarship valued at $112. The subject to be debated is: "Resolved, That the Federal Government should own and operate the coal mines of the United States and should control the distribution of coal." Either boys or girls may make up the teams, each team consisting of three members and an alternate.

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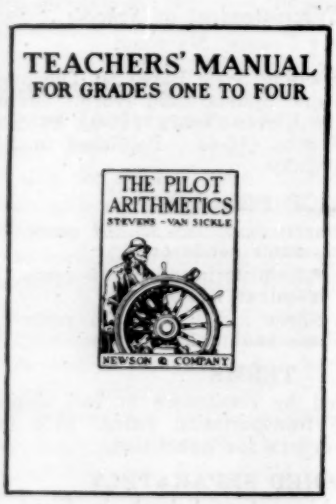

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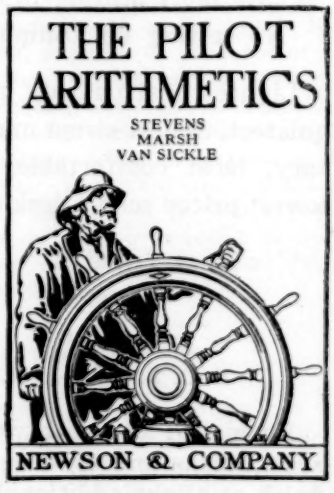

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GRINS BETWEEN GRINDS

Cleaned While He Waited

A little fellow sat on a doorstep crying bitterly. Presently a sympathetic old lady came along.

"What's the matter, little boy?" she asked.

"Got my new pants covered with dust," sobbed the boy.

"But they're clean now, dear," continued the woman.

"I know they are," wailed the lad.

"Then why do you still cry, child?"

"'Cos mother wouldn't let me take 'em off while she beat the dust out."—Houston Post.

Always Contrary

"Willie, I'm not at all pleased with this report card from your teacher."

"I told her you wouldn't be, Pop, but she would send it. Just like a woman, ain't it?"

Shocking

The college professor's son—"Mother, I heard Johnnie Jones use a bad word."

Mother—"What was it, son?"

Son—"He said 'ain't.'"

Tradition

The scholars had stumbled through their share of the reading lesson and at last it came to little Harry's turn. He got on quite well until he came to the word heirloom. The teacher, noticing his difficulty, helped him and then asked: "And do you know the meaning of the word?" Harry shook his head. "It means something that is handed down from father to son—in other words, a relic." "Oh," said Harry with a grin, "that's the funniest name I ever heard for a pair of pants."

Superficial Logic

A San Francisco woman who occupies a position of authority in the city's health department reports that she had a good deal of difficulty with the bakers in a poorer section of the city who refused to handle wrapped bread. She argued with them for some time and finally one of them frankly explained: "You see, lady," he said, "when the bread comes wrapped up, the paper gets so dirty from the handling that people won't buy it."

Profits of Production

Two farmers met after church as usual and had this conversation:—

"Sold your pig?"

"Yes."

"What'd ye git?"

"Thirteen dollars."

"What'd it cost to raise it?"

"Paid $3 for the shoat, $5 for the lumber in the pen and house and $5 more for the feed."

"Didn't make much, did ye?"

"No, but I had the use of the pig all summer."—Honolulu Star-Bulletin.

Then It Couldn't Be

What is heredity?

Something a father believes in until his son begins acting like a fool.

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More Power to Mr. McAndrew

[Chicago Tribune.]

Final approval for a $21,000,000 school building plan was voiced by school department heads recently and the project is considered as good as voted upon and approved by the board. The plan will give to Chicago twenty-four elementary and five junior high schools, cutting down the seat shortage by 21,000, and still leaving $3,000,000 to buy future sites.

While the plan is being perfected, twenty-two school buildings are being hurried toward completion; five new buildings have been finished since September 1—another cut in the seat shortage of 21,000 new seats.

Hope is beginning to spring up, where there was no hope, that the Chicago school system will some day be out in the clear, disentangled from the deficits, the rowings, the graftings, and the incompetencies that have made it a shame on Chicago's good name.

Since the passing of the old Thompson regime which emphasized politics while pupils might go hang, the improvement has been slow but sure. It is not easy to give credit in every place that it is due, but we think that a great deal belongs to Superintendent William McAndrew.

Mr. McAndrew stepped into a position that few would have cared to occupy. With teachers on the one hand, trustees on the other, and politics tunneling underfoot, the job of superintendent of schools in any large city is no bed of ease. In Chicago the job is noted for its difficulties.

Mr. McAndrew made service to the public, the taxpayers, and the education of their children his goal, and he has stuck to it. He has been assailed by a radical group of teachers whose chief aim has not been the welfare of the children. He has been forced by necessity to institute methods of teaching which brought down on him the wrath of parents who did not understand the need.

He has been forced to fight to get measures which be believed right through the board of education.

On the whole, we think he has done a creditable job. Politicians who have sought favors and been turned down can testify that Chicago's superintendent of schools has a high sense of duty.

He is the first superintendent of schools to push the system out of its chronic inertia and set it forging ahead with the march of the city's progress.

We think, too, that Mr. McAndrew, as well as the city, may have profited. He came here with a somewhat Wilsonian attitude of self-sufficiency. He has not always acted with tact; he has not always seemed to take things seriously enough; he has been somewhat eccentric, and has, therefore, alienated understanding and support when he needed it most.

But, to paraphrase Lincoln's remarks on Grant's whiskey drinking, "We wish we might send some of our other public officials a few of Mr. McAndrew's eccentricities."

Illiteracy Report for Brooklyn

Statistics offered by Joseph Caccavajo, statistical expert, and published by the Brooklyn (N. Y.) Chamber of Commerce, show that one of every sixteen men in Brooklyn can neither read nor write, and one in every ten or eleven women can neither read nor write. These men and women are without even the rudiments of an education. The actual number of illiterate persons ten years of age and over in 98,038. The number of foreign-born white persons in Brooklyn unable to speak English is 71,335, of whom 29,463 are males and 41,872 are females.

London School Population Drops

London has lost 100,000 children since 1914, according to public school attendance figures for last April. At the latter time 797,149 children were on the school registers, 3,982 less than in 1924 and 96,699 less than 1914. The decrease is attributed almost entirely to the decline in the birth rate, but a contributing factor is the removal of families to new settlements outside the metropolitan area, with little counterbalancing inflow.

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Meetings to Be Held

DECEMBER

27: American Historical Association, Ann Arbor, Michigan.

28-29: American Association of University Professors, Chicago, Ill. Professor H. W. Tyler, Massachusetts Institute of Technology, Cambridge, Mass.

28-29: American Association of Teachers of Spanish, Columbus, Ohio. William M. Barlow, 302 Stanley avenue, Tompkinsville, New York.

28-29: American Nature-Study Association, Kansas City, Missouri. M. R. VanCleve, Board of Education, Toledo, Ohio.

29-30: American Linguistic Society, Chicago, Illinois. Professor Roland G. Kent, University of Pennsylvania, Philadelphia, Pa.

28-30: Illinois State Teachers Association, Springfield. E. C. Fisher, Superintendent of Schools, Peoria, Ill.

28-30: American Psychological Association, Ithaca, N. Y.

29-31: The Pennsylvania State Education Association, Scranton, President, Miss Jessie Gray, Philadelphia.

29-31: Florida Education Association, Jacksonville. Joseph Roenur, Gainesville, Fla.

29-31: Idaho State Teachers' Association at Boise. Lura V. Paine, secretary, county superintendent of schools, Boise.

28-30: Illinois State Teachers' Association, at Springfield. Robert C. Moore, secretary, Carlinville.

29-30: Montana Education Association, at Helena. R. J. Cunningham, secretary, Helena.

29-31: Pennsylvania State Education Association at Scranton. James Herbert Kelley, secretary, 400 North Third street, Harrisburg.

28-31: Ohio State Teachers' Association, midwinter meeting at Columbus. Frank E. Reynolds, secretary, Columbus.

29-31: Oregon State Teachers' Association, at Portland. E. D. Ressler, secretary, Oregon State Agricultural College, Corvallis.

30-31 and January 1, 1926: Florida Educational Association at Jacksonville. A. B. Johnson, secretary, Orlando.

FEBRUARY, 1926

8-13: Oklahoma Education Association, at Oklahoma City. C. M. Howell, secretary, 708 Continental Building, Oklahoma City.

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